

House File 2321 - Introduced

HOUSE FILE _____
BY RAECKER

Passed House, Date _____ Passed Senate, Date _____
Vote: Ayes _____ Nays _____ Vote: Ayes _____ Nays _____
Approved _____

A BILL FOR

1 An Act relating to education, including for statewide core
2 content and performance standards, graduation requirements,
3 student assessments, education data, and teacher training and
4 salaries.
5 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:
6 TLSB 5766HH 82
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1 1 Section 1. Section 256.7, subsection 21, paragraph b, Code
1 2 Supplement 2007, is amended to read as follows:
1 3 b. A set of core academic indicators ~~in mathematics and~~
~~1 4 reading in grades four, eight, and eleven, a set of core~~
~~1 5 academic indicators in science in grades eight and eleven, and~~
~~1 6 another set of core indicators~~ that includes, but is not
1 7 limited to, data from the assessments administered pursuant to
1 8 subsection 29, graduation rate, postsecondary education, and
1 9 successful employment in Iowa. Annually, the department shall
1 10 report state data for each indicator in the condition of
1 11 education report.
1 12 Sec. 2. Section 256.7, subsection 25, Code Supplement
1 13 2007, is amended to read as follows:
1 14 25. Adopt rules establishing standards for school district
1 15 and area education agency professional development programs
1 16 and for individual teacher professional development plans in
1 17 accordance with section 284.6. Notwithstanding any provision
1 18 to the contrary, until such time as all of a school district's
1 19 attendance centers have aligned curriculum and instruction to
1 20 the state content and performance standards pursuant to
1 21 subsection 28, and the school district has certified such to
1 22 the director, all state, local, and federal funds designated
1 23 for curriculum development or professional development shall,
1 24 to the extent possible, be used only for assisting
1 25 practitioners to develop standards-based curricula and
1 26 implementing standards-based instruction.
1 27 Sec. 3. Section 256.7, subsection 28, Code Supplement
1 28 2007, is amended to read as follows:
1 29 28. a. (1) ~~Adopt a set of, by August 15, 2008, core~~
1 30 content and performance standards applicable to all students
1 31 in kindergarten through grade twelve in every school district
1 32 and accredited nonpublic school. The board shall consider the
1 33 recommendations of the task force convened by the director in
1 34 accordance with subparagraph (2). The board shall establish
1 35 criteria to ensure that the standards adopted are rigorous and
2 1 support best practices. However, the standards adopted shall
2 2 not exceed in scope or depth the curriculum that can be
2 3 reasonably taught in the instructional time available. Prior
2 4 to adoption, the board shall submit the proposed standards to
2 5 an external, nonprofit educational organization for an
2 6 independent review. The results of the review shall be posted
2 7 on the department's internet web site.
2 8 (2) Recommended core content and performance standards
2 9 shall be developed by a task force convened by the director of
2 10 the department. The task force shall be comprised of
2 11 teachers, school administrators, higher education faculty who
2 12 teach in the subjects for which the standards are being
2 13 adopted, private sector employers, and members of the boards
2 14 of directors of school districts. The task force shall review
2 15 the national assessment of educational progress standards,
2 16 standards adopted by other states, the appraisal of state
2 17 standards by the Thomas B. Fordham institute, and the achieve,
2 18 inc., American diploma project. The director shall provide

2 19 one staff person at a minimum who is qualified by education
2 20 and experience in developing content and performance standards
2 21 to assist the task force. Members of the task force shall be
2 22 allowed their actual and necessary expenses incurred in the
2 23 performance of their duties. All expenses shall be paid from
2 24 appropriations to the department. The task force shall submit
2 25 its recommendations to the state board of education by July 1,
2 26 2008. The task force may be reconvened whenever the director
2 27 of the department determines there is a need to review or
2 28 amend the core content and performance standards.

2 29 b. For purposes of this subsection, "core content
2 30 standards" includes ~~The core content standards for~~
2 31 kindergarten through grade six shall include reading and
2 32 writing, mathematics, and science; the core content standards
2 33 for grades seven through twelve shall include English and
2 34 language arts, mathematics, science, history and social
2 35 studies, and art; and the core content standards for grades
3 1 nine through twelve shall include career and vocational
3 2 courses approved under the federal Carl D. Perkins Career and
3 3 Technical Education Improvement Act of 2006, Pub. L. No.
3 4 109=270. The core content standards shall be identical to at
3 5 least as rigorous as the core content standards included in
3 6 Iowa's approved 2006 standards and assessment system under
3 7 Title I of the federal Elementary and Secondary Education Act
3 8 of 1965, 20 U.S.C. } 6301 et seq., as amended by the federal
3 9 No Child Left Behind Act of 2001, Pub. L. No. 107=110. School
3 10 districts and accredited nonpublic schools shall include, at a
3 11 minimum, the core content and performance standards adopted
3 12 pursuant to this subsection in any set of locally developed
3 13 content standards. ~~School districts and accredited nonpublic~~
3 14 ~~schools are strongly encouraged to include the voluntary model~~
3 15 ~~core curriculum or set higher expectations in local standards.~~
3 16 ~~As changes in federal law or regulation occur, the state board~~
3 17 ~~is authorized to amend the core content standards as~~
3 18 ~~appropriate.~~

3 19 c. The performance standards are grade-level expectations
3 20 which shall be aligned to the core content standards adopted
3 21 pursuant to this subsection. The performance standards shall
3 22 specify expectations for students' knowledge and performance
3 23 at the end of a given grade level. The performance standards
3 24 for kindergarten through grade six shall include reading and
3 25 writing, mathematics, and science; for grades seven through
3 26 twelve shall include English and language arts, mathematics,
3 27 science, history and social studies, and art; and for grades
3 28 nine through twelve shall include career and vocational
3 29 courses approved under the federal Carl D. Perkins Career and
3 30 Technical Education Improvement Act of 2006, Pub. L. No.
3 31 109=270.

3 32 d. The board shall require each school district to align
3 33 the local curriculum, instructional materials, and classroom
3 34 instruction to the standards adopted and to submit evidence of
3 35 such alignment satisfactory to the department.

4 1 e. A student shall not be denied curriculum and
4 2 instruction consistent with the core content standards which
4 3 offer the student an opportunity to become proficient on the
4 4 performance standards adopted pursuant to this subsection.

4 5 Sec. 4. Section 256.7, Code Supplement 2007, is amended by
4 6 adding the following new subsections:

4 7 **NEW SUBSECTION. 29.** Adopt grade level assessments for
4 8 each of the core content standard subjects. The board shall
4 9 require school districts to administer the assessments to
4 10 students in every grade level. Where possible, the
4 11 assessments shall be psychometrically equated to proficiency
4 12 on the national assessment for educational progress. If the
4 13 percent proficient on any test varies by more than five
4 14 percent from the percent proficient on the national assessment
4 15 of education progress on any administration of the assessment,
4 16 the assessment shall reequate the assessment to align it to
4 17 the national assessment of education progress. If the state
4 18 board determines it is not feasible to adopt assessments for
4 19 every grade level or subject, priority shall be given to
4 20 completing assessments for grade levels assessed by the
4 21 national assessment of education progress. The assessment
4 22 results shall be reported annually to the department and the
4 23 local community in accordance with subsection 21.

4 24 **NEW SUBSECTION. 30.** Adopt assessments which the board
4 25 shall require school districts to administer to students at
4 26 the end of each unit of algebra, advanced algebra, geometry,
4 27 biology, chemistry, physics, and fourth-year English.
4 28 Advanced placement examinations may be substituted for the
4 29 end-of-unit examination. A student's score on an end-of-unit

4 30 examination shall be placed in the student's permanent record.

4 31 Sec. 5. Section 256.9, subsection 52, Code Supplement

4 32 2007, is amended to read as follows:

4 33 52. Develop and implement a comprehensive management

4 34 information system designed for the purpose of establishing

4 35 standardized electronic data collections and reporting

5 1 protocols that facilitate compliance with state and federal

5 2 reporting requirements, improve school-to-school and

5 3 district-to-district information exchanges, facilitate

5 4 research and evaluation projects, including longitudinal

5 5 analysis, and maintain the confidentiality of individual

5 6 student and staff data. The system shall provide for the

5 7 electronic transfer of individual student records between

5 8 schools, districts, postsecondary institutions, and the

5 9 department. The director may establish, to the extent

5 10 practicable, a uniform coding and reporting system, including

5 11 a statewide uniform student identification system in which

5 12 each student is uniquely identified. Each student record

5 13 shall contain, at a minimum, student demographic information,

5 14 every assessment score, identification of district and school

5 15 of attendance, identification of each teacher for each grade

5 16 level in which the student was enrolled, participation in any

5 17 special programs, and the courses taken at the secondary level

5 18 and identification of the course teachers. The board of

5 19 directors of a school district, school district

5 20 administrators, and qualified researchers shall not be denied

5 21 access to the system if a request for access does not violate

5 22 section 22.7.

5 23 Sec. 6. Section 256.9, Code Supplement 2007, is amended by

5 24 adding the following new subsection:

5 25 NEW SUBSECTION. 57. Develop and deliver, in collaboration

5 26 with the institutions of higher education governed by the

5 27 state board of regents and the area education agencies,

5 28 subject matter and grade-level specific training for teachers

5 29 and administrators in standards-based curriculum development

5 30 and standards-based instruction.

5 31 Sec. 7. Section 256.11, subsection 5, paragraphs a, d, and

5 32 h, Code Supplement 2007, are amended to read as follows:

5 33 a. Five units of science including biology, physics, and

5 34 chemistry; the units of physics and chemistry may be taught in

5 35 alternate years.

6 1 d. Four units of a sequential program in mathematics,

6 2 including algebra I, algebra II, geometry, and calculus or

6 3 trigonometry. Each course may be offered in alternate years

6 4 but students must have access to the courses as needed to meet

6 5 the requirements of sections 279.61 and 280.9C.

6 6 h. A minimum of three sequential units in at least four of

6 7 the following six vocational service areas: agriculture,

6 8 business or office occupations, health occupations, family and

6 9 consumer sciences or home economics occupations, industrial

6 10 technology or trade and industrial education, and marketing

6 11 education. Instruction shall be competency-based, articulated

6 12 with postsecondary programs of study, and include field,

6 13 laboratory, or on-the-job training. Each sequential unit

6 14 shall include instruction in a minimum set of competencies

6 15 established by the department of education that relate to the

6 16 following: new and emerging technologies; job-seeking,

6 17 job-adaptability, and other employment, self-employment and

6 18 entrepreneurial skills that reflect current industry standards

6 19 and labor-market needs; and reinforcement of basic academic

6 20 skills. The courses shall provide students with an

6 21 opportunity to score proficient or higher on state assessments

6 22 adopted by the state board of education pursuant to section

6 23 256.7, subsection 29. The instructional programs shall also

6 24 comply with the provisions of chapter 258 relating to

6 25 vocational education. However, this paragraph does not apply

6 26 to the teaching of vocational education in nonpublic schools.

6 27 The department of education shall permit school districts,

6 28 in meeting the requirements of this section, to use vocational

6 29 core courses in more than one vocational service area and to

6 30 use multi-occupational courses to complete a sequence in more

6 31 than one vocational service area. Vocational courses may be

6 32 offered by a consortium of one or more school districts or

6 33 accredited nonpublic schools. If a vocational course is

6 34 offered at an attendance center other than the attendance

6 35 center at which the student is enrolled, the school district

7 1 shall provide transportation to a student to and from the

7 2 attendance center where the vocational course is offered

7 3 pursuant to chapter 285.

7 4 Sec. 8. Section 272.2, subsection 1, paragraph a, Code

7 5 Supplement 2007, is amended to read as follows:

7 6 a. License practitioners who do not hold or receive a
7 7 license from another professional licensing board. Licensing
7 8 authority includes the authority to establish criteria for the
7 9 licenses; establish issuance and renewal requirements; create
7 10 application and renewal forms; create licenses that authorize
7 11 different instructional functions or specialties; develop a
7 12 code of professional rights and responsibilities, practices,
7 13 and ethics, which shall, among other things, address the
7 14 failure of a practitioner to fulfill contractual obligations
7 15 under section 279.13; and develop any other classifications,
7 16 distinctions, and procedures which may be necessary to
7 17 exercise licensing duties. Criteria for the practitioner's
7 18 license shall include a requirement that the applicant
7 19 demonstrate the ability to develop a standards-based
7 20 curriculum and employ standards-based instruction. In
7 21 addressing the failure of a practitioner to fulfill
7 22 contractual obligations, the board shall consider factors
7 23 beyond the practitioner's control.

7 24 Sec. 9. NEW SECTION. 280.9C COURSE ACCESS TO MEET
7 25 GRADUATION REQUIREMENTS.

7 26 1. A student shall not be denied access to instruction in
7 27 any subject required pursuant to section 256.7, subsection 26.
7 28 Notwithstanding any provision to the contrary, a student who
7 29 is denied access to a course required for graduation pursuant
7 30 to section 256.7, subsection 26, may enroll in the necessary
7 31 course at the nearest school district or community college
7 32 which offers the course. The cost of the course shall be paid
7 33 by the school district which denied the student access.
7 34 Notwithstanding chapters 261C and 285, the school district
7 35 which denied access shall provide transportation to and from
8 1 the school district or community college which offers the
8 2 necessary course and in which the student enrolled in
8 3 accordance with this subsection.

8 4 2. The state board of education shall strictly enforce the
8 5 requirements of section 256.7, subsection 26, and section
8 6 256.11 related to course and graduation requirements and the
8 7 accreditation standards and process.

8 8 Sec. 10. Section 284.5, subsection 4, Code 2007, is
8 9 amended to read as follows:

8 10 4. Each school district and area education agency shall
8 11 develop an initial beginning teacher mentoring and induction
8 12 plan. A school district shall include its plan in the school
8 13 district's comprehensive school improvement plan submitted
8 14 pursuant to section 256.7, subsection 21. The beginning
8 15 teacher mentoring and induction plan shall, at a minimum,
8 16 provide for a two-year sequence of induction program content
8 17 and activities to support the Iowa teaching standards, core
8 18 content and performance standards, and beginning teacher
8 19 professional and personal needs; mentor training that
8 20 includes, at a minimum, skills of classroom demonstration and
8 21 coaching, and district expectations for beginning teacher
8 22 competence on Iowa teaching standards; placement of mentors
8 23 and beginning teachers; the process for dissolving mentor and
8 24 beginning teacher partnerships; district organizational
8 25 support for release time for mentors and beginning teachers to
8 26 plan, provide demonstration of classroom practices, observe
8 27 teaching, and provide feedback; structure for mentor selection
8 28 and assignment of mentors to beginning teachers; a district
8 29 facilitator; and program evaluation.

8 30 Sec. 11. Section 284.7, subsection 1, paragraph a,
8 31 subparagraph (2), Code Supplement 2007, is amended to read as
8 32 follows:

8 33 (2) Beginning July 1, ~~2007~~ 2008, the minimum salary for a
8 34 beginning teacher shall be ~~twenty-six~~ thirty-two thousand five
8 35 ~~hundred~~ dollars.

9 1 Sec. 12. Section 284.7, subsection 1, paragraph a, Code
9 2 Supplement 2007, is amended by adding the following new
9 3 subparagraph:

9 4 NEW SUBPARAGRAPH. (3) Beginning July 1, 2008, the minimum
9 5 salary for a beginning teacher teaching in an attendance
9 6 center designated by the department as a hard-to-staff school
9 7 or in a designated teacher shortage area shall be thirty-five
9 8 thousand dollars. The department shall annually compile a
9 9 list of hard-to-staff schools.

9 10 Sec. 13. Section 284.7, subsection 1, paragraph b,
9 11 subparagraph (2), Code Supplement 2007, is amended to read as
9 12 follows:

9 13 (2) Beginning July 1, ~~2007~~ 2008, the minimum salary for a
9 14 ~~first-year~~ career I teacher shall be ~~twenty-seven~~ ten thousand
9 15 ~~five hundred~~ dollars and greater than the minimum salary for
9 16 ~~all other career teachers shall be twenty-eight thousand five~~

~~9 17 hundred dollars a beginning teacher employed at the same
9 18 attendance center or teaching in the same designated teacher
9 19 shortage area.~~

9 20 Sec. 14. Section 284.7, subsection 2, unnumbered paragraph
9 21 1, Code Supplement 2007, is amended to read as follows:

~~9 22 It is the intent of the general assembly to establish and
9 23 require the implementation of and provide for the
9 24 implementation of Effective July 1, 2008, the following
9 25 additional career path levels are established and shall be
9 26 implemented in accordance with this chapter:~~

9 27 Sec. 15. Section 284.7, subsection 2, paragraph a,
9 28 subparagraphs (1) and (2), Code Supplement 2007, are amended
9 29 to read as follows:

9 30 (1) A career II teacher is a teacher who meets the
9 31 requirements of subsection 1, paragraph "b", has met the
9 32 requirements established by the school district that employs
9 33 the teacher, taught successfully as a career I teacher for a
9 34 minimum of four years, and is evaluated by the school district
9 35 as demonstrating the competencies of a career II teacher. The
10 1 teacher shall have successfully completed a performance review
10 2 in order to be classified as a career II teacher. The teacher
10 3 shall be prepared to implement a unique program which
10 4 incorporates twenty-first century skills, academic standards,
10 5 student leadership development, and applied learning.

10 6 (2) ~~It is the intent of the general assembly that the~~
~~10 7 participating district shall establish a~~ The minimum salary
10 8 for a career II teacher that is shall be at least five twenty
10 9 thousand dollars greater than the minimum career teacher
10 10 salary for a beginning teacher employed at the same attendance
10 11 center or teaching in the same designated teacher shortage
10 12 area. It is further intended that the district shall adopt a
10 13 plan that facilitates the transition of a career teacher to a
10 14 career II level.

10 15 Sec. 16. Section 284.7, subsection 2, paragraph b,
10 16 subparagraph (2), Code Supplement 2007, is amended to read as
10 17 follows:

~~10 18 (2) It is the intent of the general assembly that the~~
~~10 19 participating district shall establish a~~ The minimum salary
10 20 for an advanced teacher that is shall be at least thirteen
10 21 thirty thousand five hundred dollars greater than the minimum
10 22 career teacher salary for a beginning teacher employed at the
10 23 same attendance center or teaching in the same designated
10 24 teacher shortage area. In conjunction with the development of
10 25 the review panel pursuant to section 284.9, the department
10 26 shall make recommendations to the general assembly by January
10 27 1, 2002, regarding the appropriate district-to-district
10 28 recognition for advanced teachers and methods that facilitate
10 29 the transition of a teacher to the advanced level.

10 30 Sec. 17. Section 285.1, subsection 1, paragraph b, Code
10 31 Supplement 2007, is amended to read as follows:

10 32 b. High school pupils shall be entitled to transportation
10 33 only if they live more than three miles from the school
10 34 designated for attendance or if the pupils are taking
10 35 vocational courses located at an attendance center other than
11 1 the attendance center in which the pupil is enrolled in
11 2 accordance with section 256.11, subsection 5, paragraph "h".

11 3 Sec. 18. Section 285.1, subsection 3, Code Supplement
11 4 2007, is amended to read as follows:

11 5 3. In a district where transportation by school bus is
11 6 impracticable; when a pupil is taking a vocational course
11 7 located at an attendance center other than the attendance
11 8 center in which the pupil is enrolled pursuant to section
11 9 256.11, subsection 5, paragraph "h"; where necessary to
11 10 implement a whole grade sharing agreement under section
11 11 282.10; or where school bus service is not available, the
11 12 board may require parents or guardians to furnish
11 13 transportation for their children to the schools designated
11 14 for attendance. Except as provided in section 285.3, the
11 15 parent or guardian shall be reimbursed for such transportation
11 16 service for public and nonpublic school pupils by the board of
11 17 the resident district in an amount equal to eighty dollars
11 18 plus seventy-five percent of the difference between eighty
11 19 dollars and the previous school year's statewide average per
11 20 pupil transportation cost, as determined by the department of
11 21 education.

11 22 However, a parent or guardian shall not receive
11 23 reimbursement for furnishing transportation for more than
11 24 three family members who attend elementary school and one
11 25 family member who attends high school, except when more than
11 26 one family member is taking a vocational course in accordance
11 27 with this subsection.

11 28 Sec. 19. STATE MANDATE FUNDING SPECIFIED. In accordance
11 29 with section 25B.2, subsection 3, the state cost of requiring
11 30 compliance with any state mandate included in this Act shall
11 31 be paid by a school district from state school foundation aid
11 32 received by the school district under section 257.16. This
11 33 specification of the payment of the state cost shall be deemed
11 34 to meet all of the state funding-related requirements of
11 35 section 25B.2, subsection 3, and no additional state funding
12 1 shall be necessary for the full implementation of this Act by
12 2 and enforcement of this Act against all affected school
12 3 districts.

12 4 EXPLANATION

12 5 This bill requires the state board of education to adopt by
12 6 rule core content and performance standards for implementation
12 7 by August 15, 2008; requires the board to adopt assessments
12 8 for grade levels and subject areas; and requires school
12 9 districts to incorporate the standards, administer the
12 10 assessments, and implement specific graduation requirements.
12 11 The bill also raises minimum teacher salaries for beginning
12 12 and career I teachers and makes minimum salaries for career II
12 13 and advanced teachers effective July 1, 2008.

12 14 The bill expands on the core content standards requirements
12 15 already established in the Code by providing that the content
12 16 standards for kindergarten through grade six must include
12 17 reading and writing, mathematics, and science, while the
12 18 standards for grades seven through 12 must include English and
12 19 language arts, mathematics, science, history and social
12 20 studies, and art, and for grades nine through 12 must include
12 21 vocational courses. The board must establish criteria to
12 22 ensure that the standards are rigorous and support best
12 23 practices, but the standards are not to exceed in scope or
12 24 depth the curriculum which may be reasonably taught in the
12 25 instructional time available.

12 26 The performance standards, or grade-level expectations,
12 27 must be aligned to the core content standards and must specify
12 28 what all students should know and be able to do at the end of
12 29 a given grade level.

12 30 Recommended core content and performance standards are to
12 31 be developed by a task force convened by the director of the
12 32 department of education and consisting of representatives from
12 33 education and business. The task force shall review national
12 34 standards and standards adopted by other states and submit
12 35 recommended standards to the state board by July 1, 2008.

13 1 Prior to adoption, the board must submit the proposed
13 2 standards to an external organization for an independent
13 3 review, the results of which shall be posted on the
13 4 department's web site.

13 5 Each school district must align the local curriculum,
13 6 instructional materials, and classroom instruction to the
13 7 standards and submit evidence of such alignment satisfactory
13 8 to the department. School districts must administer grade=
13 9 level assessments at every grade level unless the state board
13 10 determines it is not feasible for every grade level or
13 11 subject. Students cannot be denied curriculum and instruction
13 12 consistent with the standards. The results must be submitted
13 13 annually with the core academic indicator data required under
13 14 Code section 256.7, subsection 21.

13 15 The state board must also adopt assessments which the board
13 16 shall require school districts to administer to students at
13 17 the end of each unit of algebra, advanced algebra, geometry,
13 18 biology, chemistry, physics, and fourth-year English. The
13 19 student may substitute an advanced placement examination. The
13 20 results must be placed in the student's permanent record.

13 21 The bill also requires the department to develop and
13 22 deliver, in collaboration with the regents universities and
13 23 area education agencies, subject matter and grade-level
13 24 specific training for teachers and administrators in
13 25 standards-based curriculum development and standards-based
13 26 instruction. The bill requires, to the extent possible, that
13 27 all local, state, and federal professional development funds
13 28 be used for assisting practitioners to develop standards-based
13 29 curricula and implementing standards-based instruction.

13 30 The bill specifies what each student record held in the
13 31 department of education's comprehensive management information
13 32 system must contain, and provides that access to school
13 33 district boards and administrators and qualified researchers
13 34 cannot be denied if the request does not violate the open
13 35 records law.

14 1 The bill amends the educational standards to require that
14 2 biology be one of the five science units a school district
14 3 must offer, and the four units of a sequential program in

14 4 mathematics must include algebra I and II, geometry, and
14 5 calculus or trigonometry, which may be offered in alternate
14 6 years as long as students have access to the courses needed to
14 7 graduate. The vocational service area courses must provide
14 8 students with an opportunity to score proficient or higher on
14 9 the state's assessments. Accredited nonpublic schools must
14 10 meet the vocational service area requirements, though the
14 11 courses may be offered by a consortium of school districts or
14 12 accredited nonpublic schools. School districts must provide
14 13 transportation to a student to and from the attendance center
14 14 where the vocational course is offered, but the bill makes the
14 15 school district eligible for state transportation aid for the
14 16 transportation service.

14 17 The bill requires that the board of educational examiners'
14 18 criteria for a practitioner's license include a requirement
14 19 that the applicant demonstrate the ability to develop a
14 20 standards-based curriculum and employ standards-based
14 21 instruction.

14 22 The bill provides that a student shall not be denied access
14 23 to instruction in any subject required for graduation. A
14 24 student who is denied access to a required course may enroll
14 25 in the necessary course at the nearest school district or
14 26 community college and the cost of the course must be paid by
14 27 the school district which denied the student access. The
14 28 school district which denied access must also provide
14 29 transportation to and from the school district or community
14 30 college, which does not qualify for state transportation
14 31 assistance.

14 32 The bill provides that the beginning teacher mentoring and
14 33 induction plan must include a sequence of induction program
14 34 content and activities to support the core content and
14 35 performance standards.

15 1 The minimum salary for a beginning teacher is increased to
15 2 \$32,000, or \$35,000 for those teaching in designated
15 3 hard-to-staff or teacher shortage areas. The minimum salary
15 4 for a career I teacher, career II teacher, and advanced
15 5 teacher is increased to \$10,000, \$20,000, and \$30,000 more,
15 6 respectively, than the minimum salary for a beginning teacher
15 7 employed at the same attendance center or teaching in the same
15 8 designated teacher shortage area. Prior to advancing to the
15 9 career II level, a career I teacher must have taught
15 10 successfully at the career I level for a minimum of four
15 11 years. The career II teacher must also be prepared to
15 12 implement a unique program which incorporates 21st century
15 13 skills, academic standards, student leadership development,
15 14 and applied learning.

15 15 The bill makes conforming changes by providing that a set
15 16 of core academic indicators required currently must include
15 17 data from the assessments administered in accordance with the
15 18 bill in a report to the department.

15 19 The bill may include a state mandate as defined in Code
15 20 section 25B.3. The bill requires that the state cost of any
15 21 state mandate included in the bill be paid by a school
15 22 district from state school foundation aid received by the
15 23 school district under Code section 257.16. The specification
15 24 is deemed to constitute state compliance with any state
15 25 mandate funding-related requirements of Code section 25B.2.
15 26 The inclusion of this specification is intended to reinstate
15 27 the requirement of political subdivisions to comply with any
15 28 state mandates included in the bill.

15 29 LSB 5766HH 82

15 30 kh/nh/8